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ABSTRACT

One in seven New Zealanders is now 60 or older, and by the turn of the century the figure is expected to be one in five. Based on the admittedly incomplete information that is available, the majority of elderly New Zealanders live in their own homes, do not experience excessive financial hardships, and are not physically or mentally disabled. However, it is important to remember that, as is the case of New Zealand's population as a whole, the elderly are not a racially, socially, or ethnically homogeneous group with one set of needs, behaviors, abilities, and aspirations. This report is divided into two sections. The first gives background on demographic trends, both world-wide and in New Zealand, and the second initially focuses attention on educational provisions for older adults in New Zealand. A study of the nature, extent, and demand for educational courses and activities for elderly persons in New Zealand indicated that 132 of the organizations and institutions surveyed were involved in continuing education at the time of the survey. Of these, one in four was providing specific educational programs and activities for elderly persons. Four in five reported that elderly persons participate in and account for between 2 and 10 percent of the enrollments in other courses and activities provided. They show a particular interest in general studies courses, art and craft activities, and physical education programs. Only one in four of the organizations and institutions surveyed reported a demand for specific courses and activities for elderly persons. (MN)

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CONTINUING EDUCATION FOR THE ELDERLY IN NEW ZEALAND: A SURVEY OF THE OPPORTUNITIES

by

David Battersby

WORKING PAPER #4

July 1985

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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PREAMBLE

AGEING AND EDUCATION WORKING PARTY

The Ageing and Education Working Party set up by the National Council of Adult Education

1. Affirms that the capacity and need for learning occurs throughout life
2. endorses the right of all people to have access to learning
3. affirms that it is in interests of society that elderly should have such opportunities
4. recognises the importance of the continued participation of the elderly in all aspects of society and the value of the contribution that they make.

It notes that these issues are closely linked to the attitudes of society to ageing and the elderly.

Task

The Working Party sees its task as promoting the development of a national policy on education for the elderly and about ageing. To this end it seeks to enhance access to learning opportunities and to ensure that all age groups adopt positive attitudes and actions to each other and to their own ageing.

Objectives

On attitudes and ageing to:

1. identify discrimination, prejudices and myths about ageing (ageism)
2. encourage and assist the development of programmes to raise consciousness on ageing and assist attitude change
3. identify barriers to the participation of older people in society - and to make appropriate recommendations
4. promote education programmes on life changes, transitions and preparation for retirement
5. promote recognition of the contribution of older people to society both to other elderly and to younger people

On learning opportunities

6. to promote the development of learning opportunities for older people which will involve them in decision making, develop social action skills and advocacy roles, with consideration for cultural differences, geographical difference, individual physical and social disability.

On training for those who work with and care for elderly people:

7. to examine the training needs of people who work with, live with and care for elderly people and to make appropriate recommendations.

On realising above objectives to:

8. investigate and secure funding for the administration of the Ageing and Education Working Party and its projects.
9. develop a clearinghouse and information network on ageing and education
10. liaise as appropriate with other organisations
11. examine and promote strategies for the implementation of the Ageing and Education Working Party's objectives by appropriate bodies (existing or to be established) including Government departments
12. establish a monitoring system:
    (a) short term (2 year research programme)
    (b) for a five year period

For further information NCAE, P.O. Box 12-114, Wellington North

INTRODUCTION

This report, and the research on which it is based, was undertaken with the assistance of a financial grant from the National Council of Adult Education.

The report is in two sections. The first backgrounds the demographic trends, both world-wide and in New Zealand, which are giving rise to an 'ageing population' phenomenon. Some characteristics of the elderly population in New Zealand are also described.

In the second section of the report, attention focusses initially on 'educational provisions for older adults in New Zealand', and here it is shown that very little is known about the nature of continuing education opportunities for the elderly in this country. Following this, the results from a survey carried out amongst educational, local body and voluntary organisations and agencies involved in continuing education are presented. The major aim of this survey was to gather information on the nature, extent and demand for educational courses and activities for the elderly. The report concludes with a summary of the major findings and conclusions from this survey.

I wish to acknowledge here the assistance of the National Council of Adult Education, and particularly Iain Galloway and Carole Gordon who were able to give valuable advice. As well, those who responded to the survey deserve thanks, and hopefully it is they who will benefit most from this report.

David Battersby
Massey University
May 1985

PART ONE

An Ageing Population

At the turn of this century, a life expectancy of about 50 years was common in industrialised countries, while 70 years is about the normal life span in most Western countries today. Indeed, world-wide trends suggest that while the total population is expected to treble between 1950 and 2025, there is expected to be a five-fold increase in the over-60s age group. The following Table gives a breakdown in the predicted increase in the proportion of over-60s in the world's population between the years 1975 and 2025. In Oceania, which includes Australia and New

TABLE 1

The Over-60's : 1975 - 2025[1]

Region	% pop over 60 in 1975	% pop over 60 in 2025
North America	14.6%	22.3%
Latin America	6.3%	10.8%
Europe	17.4%	24.7%
USSR	13.4%	20.1%
Africa	4.9%	6.6%
East Asia	8.2%	19.6%
South Asia	5.0%	10.9%
Oceania	11.1%	17.8%

Zealand, the predicted increase of 6.7 per cent is slightly lower, in percentage terms, than that for either North America (7.7%) or Europe (7.3%).

Specific details for future changes in the proportion of

of elderly people in society are even more dramatic when data is presented on a country-by-country basis. Gehmacher (1978) provides an illustration in relation to the United States and France:

> *In 130 years from 1900 to 2030, the U.S. population of over 65 will have doubled four times, while the overall population will have doubled slightly more than once. Between 1970 and the year 2000 France is expected to have a 20 per cent increase in its population of over 65, and 42 per cent increase for those over 80, and 122 per cent increase for its population over 85... In the United States from 1975 to 2000 the 55-64 age group will increase by 16 per cent, the 65-74 group by 23 per cent, and those over 75 years and above will increase by 60 per cent.*[2]

It appears that two well-established trends are responsible for this type of change in the population structure: decline in birth rates and an increase in life expectancy. The United Nations Population Division reports that world-wide birth rates are expected to be cut by half between 1950 and 2025, and that the average life expectancy will rise by more than 20 years during this same period. Indeed, it seems that the centuries old trend of the very young outnumbering the old will be overturned, and that by 2025 those over 60 years of age will outnumber those under five years by two to one.

While the above data provide a cursory insight into world-wide demographic trends relating to the elderly, brief attention will now be focussed on the changing age structure, and the position of the elderly, in New Zealand society.

The Elderly in New Zealand

Drawing on data compiled by Hyslop (1982), it is possible to give an overview of New Zealand's ageing population. According to Hyslop:

> *The proportion of people aged 60 years and over in New Zealand's population has doubled since the turn of the century - from under 7 per cent in 1901 to just over 14 per cent in 1981. One in seven New Zealanders is now aged over 60.*[3]

This increase in the proportion of elderly people in New Zealand can be seen in the following Table which gives both the number and percentage of the New Zealand population designated as elderly (over 60 years) from the years 1951 to 1981, and the projected estimates for 1991 to 2001.

TABLE 2

Elderly Persons Aged 60 and Over : 1951 to 2001[4]

	1951	1961	1971	1981	1991	2001
Men	122,734	133,045	159,446	195,830	205,700	241,440
Women	133,236	161,859	198,578	251,790	286,200	298,950
Total	255,970	294,904	358,024	447,620	491,900	540,390
% of pop	13.2	12.2	12.5	14.1	14.3	14.9

The demographic trends, then, concerning the elderly in New Zealand are abundantly clear: the number of aged people is continuing to grow as longevity is extended and as fertility rates decline. More specific details about the elderly in New Zealand are given below in summary form with extended discussion to be found in Barker et al (1982) and the report of the Social Advisory Council (1984).

Age Structure: In the over 60 population in New Zealand, women currently outnumber men by three to two. However, in the over 80 age group, women outnumber men by two to one. Indeed, it is this sector of the population which is increasing most rapidly. In real terms, there is expected to be a 99 per cent increase in the number of those over 80 in the population between 1981 (53,892) and 2001 (107,100).

Some of these trends are not true, however, for Maori people. For instance, only one Maori in every 25 has reached the age of 60 compared with one in seven in the population as a whole.

Moreover, the number of those Maori people who are 80 years and older is very small (about 650 in 1981).

There is a slightly higher proportion of elderly people in the South Island (15.5% of the South Island population) compared with the North Island (13.3%). Rural areas, with few exceptions, have significantly lower proportions of elderly people than do urban areas.

Accommodation : The Social Advisory Council report indicates that 'over 90 per cent of people aged 60 and over ... live in ordinary residence'[5]. Ordinary residences include houses, flats and boarding houses, but excludes institutional or sheltered housing (e.g., hospitals, rest homes, etc.). Of the remaining 10 per cent, about one-third live in institutional care (hospitals); another third in pensioner flats; and a further one-third in residental homes.

There are about three times as many elderly women living alone in 'ordinary residences' as there are men living alone in this type of abode.

Financial Support : In New Zealand, national superannuation is available to men and women over the age of 60, providing they meet residential qualifications. It is payable regardless of other income and assets. It is difficult to judge with accuracy the economic situation of the elderly in this country, and the data available is sketchy. One report, for instance, indicates that:

> *A high proportion of over 75 year olds living at home considered their economic situation to be satisfactory. Only 3 per cent [in a nation-wide survey] felt their income did not satisfy their needs.*[6]

And another commented:

> *Those elderly people ... identified in an earlier nation-wide survey as experiencing financial difficulty were usually paying rent or a mortgage and were likely to be in poor health.*[7]

Health : As has been pointed out, very few of the elderly population in New Zealand - about three per cent - are in

institutional care which is a reflection, in part, of the standard of health of older adults in this country. Barker et al report that the life style of a large proportion of the elderly in New Zealand is not restricted by mental or physical health problems, as 'four out of five people aged 65 and over, two-thirds of those aged 75 and over half those 80 years and over are not disabled'.[8]

Summary

One in seven New Zealanders is now aged 60 years or over, and by the turn of the century this figure is expected to be one in five. Currently, it does appear from available, although incomplete, information, that the majority of elderly in New Zealand live in their own home, are not physically or mentally disabled and do not experience excessive financial hardship. However, these rather cautionary and optimistic observations hide many differences amongst the elderly in New Zealand. As with the population as a whole, social class, gender and ethnic differences in the older population exist, and, although they remain largely unexplored, they should remind us that the elderly are not a homogeneous group of people with similar needs, behaviours, abilities and aspirations. The Social Advisory Council report highlights this: 'The most significant single characteristic of older people is not their age but their diversity'.[9]

PART TWO

Educational Provision for Older Adults in New Zealand

Beside the formal school and tertiary education system in New Zealand, there exists a relatively wide network of continuing education programmes. The Department of Education administers some of these, including short courses and seminars held at Polytechnical Institutes and Community Colleges, and evening and afternoon classes at many secondary and some primary schools. Other agencies, such as the Workers Education Association (WEA), the Rural Education Activities Programme (REAP), along with local body organisations, voluntary agencies and the Extension Departments at the Universities also provide continuing education programmes.

While descriptive information on the providers of continuing education is catalogued (Roxburgh, 1983), data on the participants and the courses and activities they undertake is virtually non-existent. The Department of Education does compile a yearly edition of 'Education Statistics of New Zealand'. However, it provides little data on enrollees in continuing education programmes, and where data is given, the generic caption of 40+ years is used.

To gain some insight, then, into the participation of the elderly in educational programmes and activities in New Zealand requires the piecing together of various data. For instance, 1981 census statistics indicate that, of the nearly half a million people 60 years and over, approximately 300 were attending secondary schools as day students, and about the same number were enrolled in degree, diploma and certificate courses at Universities, Community Colleges and Polytechnics.

Because of the wide diversity of continuing education programmes in New Zealand, an accurate assessment of the number of elderly participants, and the courses and activities they are involved in, is more difficult to obtain. From various clientele surveys[10] it seems that between one and five per cent of people undertaking continuing education programmes are 60 years

or older, although there is no reported information on the types of courses and activities in which they are involved. It would seem, then, that the elderly appear to represent an age group which has comparatively little involvement in either continuing or formal education in New Zealand. This observation certainly applies to other countries, where, for instance, Midwinter (1982) comments that in Britain, '... of those over 60 years of age, just two per cent were engaged in any form of education'.[11]

Overall, little is actually known about those older adults who participate in continuing education programmes in New Zealand, or about the courses and activities they enrol in, and because of this, the survey reported on below was undertaken.

Continuing Education and the Elderly in New Zealand: A Survey

The Objectives

The objectives of this research were to survey:

1. The extent to which a representative sample of educational institutions, local body organisations and voluntary agencies (involved in continuing education) in New Zealand provide specific educational activities and courses for the elderly;
2. The participation of the elderly in other courses and activities provided by this sample of organisations and institutions; and,
3. Whether there is a demand for specific activities and courses for the elderly in New Zealand.

Two definitional issues arising from these objectives were: who are the 'elderly', and what is meant by 'educational'? The term 'elderly' was used to refer to those people 60 years and over, although it was recognised that this definition has a number of shortcomings.[12] And, 'educational' was used to denote not only intellectual learning, but also those activities that help people to understand their situation so as to be able

to deal with the problems it poses and to grasp the opportunities it offers.

The Method

Survey Design: A brief survey form was designed which asked three questions relevant to the objectives of this study. These questions were:

1. *Does your organisation currently provide SPECIFIC educational activities or courses for the elderly?*

   YES ☐ *NO* ☐

   If so, please elaborate, indicating the type(s) of activity/ course, and the numbers of elderly involved (approximately).

2. *Do the elderly participate in other activities or courses provided by your organisation?*

   YES ☐ *NO* ☐

   If so, in which activities or courses in particular, and how many elderly are usually involved (approximately)?

3. *Has there been a demand for your organisation to provide specific activities or courses for the elderly? If so, please elaborate.*

As well, two further questions were asked and these sought details on the name and the main goal of the organisation or institution being surveyed.

Accompanying the survey was a letter explaining the aims of the study and what was meant by the terms 'elderly' and 'educational'. A stamped, addressed envelope was included for the return of replies. A copy of the survey and the letter appears in Appendix A.

Sample: It was adjudged that the sample of organisations and institutions used in this study should be broadly representative of those educational, local body and voluntary agencies which might be involved, inter alia, in providing continuing education programmes in which the elderly in New Zealand might be involved. Accordingly, a list of organisations and institutions was drawn up on the basis of the entries

in the 'New Zealand Directory of Lifelong Learning' (1983)[13], which is an authoritative directory of agencies involved in continuing education in New Zealand. This list was compiled with the assistance of an Adult Education Adviser from the National Council of Adult Education.

Table 3 shows that 215 organisations and institutions were initially chosen and these were divided into four categories.

TABLE 3

The Sample of Organisations and Institutions Chosen

Organisation/Institution and Type	Number Selected	Number Who Replied to Survey
Education Institutions		
Community Colleges & Polytechnical Institutes	19	18
University Extension Departments	6	4
Community Education Departments in Primary and Secondary Schools	39	25
Total	64	47 (73%)
Non-formal Education Agencies		
REAP	12	8
Learning Exchanges	14	6
WEA	12	8
Total	38	22 (59%)
Local Body Organisations		
Recreation and Community Affairs Departments in Local Government	61	31 (51%)
Voluntary Agencies		
Community Houses	36	16
Counselling Centres, Rehabilitation Leagues, CWI	16	16
Total	52	32 (62%)
OVERALL TOTAL	215	132 (61%)

Overall, 132 of the 215 organisations and institutions replied to the survey (61% response rate), and so constituted the sample referred to in the discussion which follows.

Timing: The survey was dispatched in July 1984. While the majority of replies was received by the end of August, survey forms were still being returned as late as January 1985.

Results and Discussion

1. The Provision of Specific Educational Activities and Courses for the Elderly:

Of the 132 organisations and institutions who replied to the survey, 31 (23%) indicated they do provide specific educational programmes and/or activities for the elderly. The majority (77%), however, make no such provision.

A further breakdown of replies to this part of the survey is detailed in Table 4.

TABLE 4

Organisations and Institutions Offering Specific Educational Activities and Courses for the Elderly

Type of Organisation/Institution	Number of Organisations and Institutions Offering Specific Educational Activities and Courses for the Elderly
Education Institutions (N=47)	8 (17%)
Non-formal Education Agencies (N=22)	5 (23%)
Local Body Organisations (N=31)	9 (29%)
Voluntary Agencies (N=32)	9 (28%)
TOTAL (N=132)	31 (23%)

Interestingly, while about a quarter of the sample do provide specific educational courses and activities for the elderly, the 'Education Institutions' - which include the Community Colleges, Extension Departments at the Universities and the Community Education programmes at primary and secondary schools - are proportionally the least prominent among these. One reason that might account for this was suggested by several of the respondents. For instance:

> *We don't believe in age or sex discrimination, but make every effort to ensure that classes have the widest possible appeal across age/sex barriers.*
>
> Education Institution Respondent

> *We prefer to avoid courses for specific groups because it cuts across our philosophy. We do offer courses, open to all, at times and places that allow specific groups to respond.*
>
> Education Institution Respondent

Those organisations and agencies who do provide specific educational activities and programmes for the elderly were asked to indicate 'the type of activity/course and the numbers of elderly involved'. A frequency count of the various types of activities and courses listed is shown in Table 5 on the following page.

While it is difficult to make substantive conclusions on the basis of Table 5, it does seem that:

(i) Art and craft activities along with health and physical education programmes are prominent amongst those educational activities for the elderly provided by Local Body Organisations and the Voluntary Agencies in the community; and,

(ii) Amongst the Education Institutions and the Non-formal Education Agencies, retirement courses are the most prominent, specific educational activity for the elderly.

Estimating the numbers of elderly involved in the activities

TABLE 5

Type of Educational Activities and Courses for the Elderly Offered by the Organisations and Institutions

Type of Educational Course/Activity Specifically for the Elderly	Number of Organisations/Institutions Involved*			
	Education Institutions (N=8)	Non-formal Education Agencies (N=5)	Local Body Organisations (N=9)	Voluntary Agencies (N=9)
Art and Craft	3	3	4	8
Health and Physical Education	1	4	9	8
Retirement Course	5	5	2	2
Other (e.g. local history projects; languages, etc)	3	4	2	-

* Some were involved in offering more than one type of educational activity/course for the elderly

and courses outlined above proved a difficult task for the respondents to the survey, although most indicated that between 10 and 40 people usually took part each time an activity or course for the elderly was offered.

2. The Participation of the Elderly in Other Activities and Courses Offered by the Organisations and Institutions:

While many of the organisations and institutions sampled did not provide specific educational programmes for elderly people, most (78%) reported that the elderly participated in other courses and activities that were offered. This finding is shown in Table 6.

A slightly higher proportion of Education Institutions and Non-formal Education Agencies have elderly participants involved in their courses and activities than do the Local Body Organisations and Voluntary Agencies. This may

TABLE 6

Organisations and Institutions Offering Activities and Courses in Which the Elderly Participate

Type of Organisation/Institution	Number of Organisations and Institutions Offering Activities and Courses in Which the Elderly Participate	
Education Institutions (N=47)	41	(87%)
Non-formal Education Agencies (N=22)	19	(86%)
Local Body Organisations (N=31)	22	(71%)
Voluntary Agencies (N=32)	21	(66%)
TOTAL (N=132)	103	(78%)

due, in part, to differences in the goals of the organisations and institutions surveyed. For instance, a number of Local Body Organisations and Voluntary Agencies cited 'the promotion of recreational activities' as one of their main goals, and this in turn reflected their emphasis on health and physical education programmes and activities. Education Institutions and Agencies, on the other hand, frequently mentioned as their goal 'the promotion of learning opportunities for adults', and so they generally provided a different type, and sometimes a wider variety of, courses and activities than did the Local Body Organisations or the Voluntary Agencies.

These trends are apparent in Table 7 which gives the percentage of organisations and institutions in the sample offering courses and activities in which the elderly show a particular interest. It can be seen, for instance, that general studies courses offered by the Education Institutions and Agencies stand out as being popular with elderly people. So too do the health and physical education programmes run by Local Body Organisations and Voluntary Agencies. Art and craft activities and courses are popular with the elderly as well,

TABLE 7

Organisations and Institutions Offering Activities and Courses in Which the Elderly Show a Particular Interest

Type of Educational Course/Activity in Which the Elderly Show a Particular Interest	Percentage of Organisations/Institutions Involved*			
	Education Institutions (N=41)	Non-formal Education Agencies (N=19)	Local Body Organisations (N=22)	Voluntary Agencies (N=21)
General Studies (e.g., current affairs; writing; languages; etc.)	54%	68%	5%	29%
Gardening/Horticulture	5%	11%	9%	10%
Art and Craft	66%	42%	32%	38%
Cooking	17%	11%	9%	10%
Health and Physical Education	17%	11%	91%	52%

* Some were involved in offering more than one type of educational course/activity

especially those offered by Education Institutions.

Besides being asked to indicate which courses and activities were of particular interest to the elderly, respondents were to approximate the numbers of elderly usually involved. As with the previous question on the survey, many had difficulty in estimating the numbers of elderly participants. Some commented, for instance, that records of students' ages were not compiled. About half of the 103 respondents whose organisations did provide courses and activities in which the elderly were involved mentioned that, of the enrolments, between two and 10 per cent were in this age group. Several of the replies gave further clarification:

> *Older adults are able to attend most programmes, although typically older learners are under-represented in relation to their proportion in the population.*
>
> Education Institution Respondent

The elderly are represented in all our classes, more so in day-time classes ... This participation is encouraged by allowing all on a pension to enter any class at half fees.

Education Institution Respondent

Most of our over-60 students are women.

Non-formal Education Agency Respondent

3. The Demand for Activities and Courses for the Elderly:

The final question on the survey asked whether there has been 'a demand ... to provide specific activities and courses for the elderly'. The replies to this question are detailed in Table 8.

TABLE 8

The Demand for Activities and Courses for the Elderly

Type of Organisation/Institution	Number of Organisations/Institutions That have Received Requests	
Education Institutions (N=47)	11	(23%)
Non-formal Education Agencies (N=22)	6	(27%)
Local Body Organisations (N=31)	10	(21%)
Voluntary Agencies (N=32)	6	(19%)
TOTAL (N=132)	33*	(25%)

* Twenty of these organisations and institutions already provide specific educational activities and courses for the elderly

Overall, it would appear that requests made to the organisations and institutions surveyed for courses and activities for the elderly have not been overwhelming, with only one in four organisations indicating that such requests have been received. Those respondents who had received requests were asked to

elaborate, and the following is a cross-section of replies:

> *Your survey arrived at a time I'm giving serious thought to finding resources to offer biological/agricultural related courses for elderly. These could include investment and risk courses for those interested in financial matters; evolution and genetics for those interested in active academic stimulation, and many topics in between.*
>
> Education Institution Respondent

> *There has been a demand, and a number of elderly students are always sorry when the term break comes along because courses help overcome loneliness and provide a satisfying activity.*
>
> Non-formal Education Agency Respondent

> *There has been an increased demand for physically orientated recreation programmes.*
>
> Local Body Organisation Respondent

> *There is a demand, but it's a matter of having the resources and personnel time to provide more.*
>
> Voluntary Agency Respondent

Some of those who indicated that there had been no demand or requests for courses and activities for the elderly also elaborated further. There were a number, for instance, who commented that, while a demand was not evident, they were nevertheless conscious of the needs of the elderly:

> *It is an area we are conscious of and are prepared to move into.*
>
> Education Institution Respondent

> *I suspect there is a demand and we are currently investigating further.*
>
> Local Body Organisation Respondent

> *There has been no demand. But there are many, many lonely individual elderly that we need to draw out.*
>
> Local Body Organisation Respondent

Others suggested that either the elderly are catering for their own needs themselves, or they are not that interested in activities or courses:

> *I have found that their own groups of elderly folk are catering for most needs.*
>
> Education Institution Respondent

Attempts to stimulate interest in specific programmes have not met with much success.

Non-formal Education Agency Respondent

When we have tried to meet any apparent demand, the elderly have not always been interested.

Local Body Organisation Respondent

No real demand. We held a meeting with the stated aim of finding out the needs of the elderly - only about six people came.

Voluntary Agency Respondent

And finally, there were those who indicated that providing specific courses and activities for the elderly would be against the ethos of their own organisation:

We do not propose to mount <20, <40, <60 and >60 classes!

Education Institution Respondent

I don't take age into consideration when co-ordinating pupils with teachers.

Non-formal Education Agency Respondent

CONCLUSION

The 132 organisations and institutions in this survey were involved in continuing education, and of these:

1. One in four provide specific educational programmes and activities for the elderly, such as health and physical education programmes, art and craft activities and retirement courses, with between 10 and 40 elderly people involved in each course or activity offered.

2. Four in every five report that the elderly participate in other courses and activities provided, and show a particular interest in general studies courses, art and craft activities and health and physical education programmes, and account for between two and 10 per cent of enrolments in these courses and activities.

3. One in four report that there has been a demand to provide specific activities and courses for the elderly.

On the basis of these and other findings presented in this report, it could be concluded that:

1. At present, there seems to be little demand for organisations and institutions involved in continuing education to provide activities and courses specifically for the elderly.

2. The numbers of elderly people currently involved in educational courses and activities, whether specifically designed for them or not, is generally small, and this seems to confirm the widely held view that the elderly are under-represented as participants in continuing education in relation to their proportion in the population.

3. Continuing education activities and courses which seem of particular interest to the elderly are those concerned with health and physical education, art and craft, general students, and retirement.

4. Philosophical differences exist in New Zealand over the provision of educational programmes and activities for the elderly, with some organisations and institutions claiming that providing specific courses and activities for the elderly is discriminatory.

FOOTNOTES AND REFERENCES

1. Collated from United Nations Population Division Reports, (1981-1982), New York, United Nations.

2. Gehmacher, E. Educational Questions Concerning the Elderly, Vienna, UNESCO, 1978, pp.5-6.

3. Hyslop, J. An Ageing Population. In, Barker, R.A. et al (eds) Ageing New Zealanders, Wellington, Government Printer, 1982, p.21.

4. Hyslop, J., p.22. More up-to-date projections indicate that by 1991 there will be 539,400 elderly persons aged 60 and over, and by 2001 593,600 - 15.4 and 15.7% of the population.

5. Social Advisory Council. The Extra Years, Wellington, Government Printer, 1984, p.31.

6. Barker, R.A. et al (eds). Ageing New Zealanders, Wellington, Government Printer, 1982, p.91.

7. Barker, R.A. et al (eds), p.92.

8. Barker, R.A. et al (eds), p.95.

9. Social Advisory Council, p.19.

10. A list of these is given in Barker, R.A. et al (eds), pp.123-124.

11. Midwinter, E. Age is Opportunity: Education and Older People, London, Centre for Policy on Ageing, 1982, p.19.

12. See, Battersby, D. Education in Later Life: Panacea or Placebo. A paper presented at the NZARE Conference, Dunedin, 1984.

13. Roxburgh, I. (ed) New Zealand Directory of Lifelong Learning. Wellington, National Council of Adult Education, 1983.

APPENDIX A

THE LETTER AND SURVEY

Massey University

PALMERSTON NORTH, NEW ZEALAND

TELEPHONES, 69-079, 69-089, 69-099

In reply please quote:

Education Department

16 July 1984

Dear Colleague,

I am involved in a study which aims to gather information on specific educational opportunities for the elderly (those about 60 years and over) in New Zealand. By 'educational' we mean not only intellectual learning, but also something much broader: *helping people to understand their situation so as to be able to deal with the problems it poses and to grasp the opportunities it offers*. This study is being funded by the National Council of Adult Education.

As an outcome of the study we hope to be able to document and to disseminate information on the range of educational opportunities available to the elderly in New Zealand, and perhaps, in turn, to increase awareness about the educational needs of the elderly.

Attached is a brief survey form which I invite you to complete. It should only take a couple of minutes. Please feel free to add additional information. A stamped-reply envelope is enclosed for the return of your completed survey form.

Thank you for your help, and I look forward to hearing from you,

Yours sincerely,

David Battersby
Lecturer in Education

EDUCATIONAL OPPORTUNITIES FOR THE ELDERLY

1. What is the name of your organisation/institution/agency? Indicate branch or affiliation where appropriate.

_____

2. What is the main goal of your organisation? _____

_____

_____

3. Does your organisation currently provide SPECIFIC educational activities or courses for the elderly?

YES ☐ NO ☐

If so, please elaborate, indicating the type(s) of activity/course, and the numbers of elderly involved (approximately).

_____

_____

_____

_____

_____

_____

4. Do the elderly participate in other activities or courses provided by your organisation?

YES ☐ NO ☐

If so, in which activities or courses in particular, and how many elderly are usually involved (approximately)?

_____

_____

_____

_____

_____

5. Has there been a demand for your organisation to provide specific activities or courses for the elderly? If so, please elaborate.

_____

_____

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Ageing and Education Working Party
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